**K-5 Math Lesson Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** | | | **Grade:**  **5** | | | **Date(s)**:  **Day 1** |
| **Unit Title:**  **Numbers and Operations in Base Ten** | | | | **Corresponding Unit Task:**  **To be done after the lessons for Tasks 1-3 are done. Task 4- Please see notes about the research for the audition.** | | |
| **Essential Question(s): 1)** **How do I *read and write decimal numbers to thousandths using base-ten, number name, expanded form?* 2) How do I use a variety of resources (not just the internet) to research information? 3) How do I prepare to complete an audition or speak in public?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Number Cards, *White Boards/ markers,* Computer for websites/ *Power Point,* Handout for Independent Practice,**  **Rubric for audition,**  **Variety of reference materials for research** | | **Student: Number Cards, *White Boards/ markers,* Computer for websites/ *Power Point,* Handout for Independent Practice,**  **Rubric for audition,**  **Variety of reference materials for research, Math Journals, pencils, props for audition** | | | **Decimal, tenths, hundredths, thousandths, number name, and expanded form** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **5.NBT.3a**  ***Read and write decimal numbers to thousandths using base-ten, number name, expanded form.***  **5.NBT.3b**  ***Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.***  **5.NBT.4**  ***Use place value understanding to round decimals to any place.*** | | | | | |
| **I Can Statement(s): 1. I Can read decimals to the thousandths place. 2. I Can write decimals to the thousandths place.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  **The teacher will use** [www.aaamath.com](http://www.aaamath.com) **to complete a series of questions on Place value with decimals.** | | | | | |
| **Teacher Directed: The teacher will do a quick review on *white boards* of place value to the hundred thousand’s (5 questions). Then the teacher will review the place values to the thousandths using the Power Point** <http://www.worldofteaching.com/powerpoints/maths/Decimals.ppt>  **Then the teacher will use the *white boards* again to check the students understanding for Place Value to the thousandths.**  **\*\*\* Due to lack of time the first few weeks and the student’s inexperience - we decided to incorporate 20 minutes of our TD time to “modeling” how to do the preparation for the audition for *Fox 8*. – See below for the notes and ideas of how we will complete Task 4.** | | | | | |
| **Guided Practice: The teacher will demonstrate and then guide the students through guided math groups. In these groups, the students will use a variety of cards to demonstrate their knowledge of place value from the hundred thousand’s to the thousandths. (Teachers need to create or download number cards.)** | | | | | |
| **Independent Practice:** **The students** **will need to get a copy of the handout from this link** <http://www.helpingwithmath.com/printables/worksheets/numbers/pla0401decimals_07.htm>. ***They will complete this activity during the time when their classmates are in their guided math groups with the teacher***. | | | | | |
| **Closing/Summarizing Strategy:**  **Have the students create 2 Place Value problems on a sticky note for their peers to answer. One must be a Place Value to the hundred thousand’s and the other with Place Value to the thousandths. Example: How do I say the number *six hundred forty thousand or* what is the value of the *89 that is to the right of the decimal?*** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * **Create, order, compare and write out numbers to the millions and ten thousandths on construction paper.** * **Show video clip of the Olympic events.** * **Chose 2-3 unknown sports to do extra research on and create an *Olympic Research Book* that the students can publish.** | | | * **Pair-up with a buddy to work more on the skills worked on in Tasks 1-3.** * **Use manipulatives to have a more “visual” understanding of the skills we’ve worked on.** * **Use online games/ websites to get more independent practice on the skills we have worked on.** * **Shorten time of the audition to 3 minutes.** | | | * **Meet with the teacher for extra assistance on Place Value** * **Use manipulatives to have a more “visual” understanding of the skills we’ve worked on.** * **Shorten time of the audition to 2 minutes.** |
| **Assessment(s):**  **See Post Assessment from GEMS for Unit 1.** | | | | | | |
| **Teacher Reflection:** (Next steps?) **After seeing the students progress from Task to Task and their growth from the Pre to Post-Assessments, teachers should be able to use this data along with their informal observations to: 1) create their new guided math groups, 2) intervene for those who struggled, 3) revamp their lesson plans based on the levels of instruction needed.** | | | | | | |

**Fox 8 Audition Research- I envision this being done over a two week period. I know we only have 1 to 4 days, but to properly model for our students, I think we should start this during the time we are working on the lessons for the 2nd Task.**

* **Define what an *audition* is.**
* **Pass out or display the rubric that the students will be scored with.**
* **Go over the criteria for each category and what student’s need to do in order to get a score of 4 or 3. (Telling them NOBODY as 5th graders should score a 1 or a 2.) Make sure the student’s understand what each category is asking them to do in order to complete the task. Even change the “category Terms” if needed to help them understand.**
* **Have each student choose an Olympic sport to research and create a list so they are forced to stick with that topic. *Encourage your student’s to select some of the lesser known sports.***
* **Discuss ways that your students can research this information by using something other than the internet, as well as ways that they can record and display their findings (Depending on the level of your student’s you may have to create a recording sheet or have them create their own.)**
* **Allow time for the students to collaboratively research for the sports they have chosen using almanacs, updated encyclopedias- if available, non-fiction books on the sports they chose or Olympics, newspapers, *Time for Kids* and the internet. (May try to pair up students that chose the same sport.)**
* **After the research has been done, discuss ways to feel more comfortable about talking to an audience or in front of a camera. *Remind them about eye contact, using a clear speaking voice, practicing at home before the audition, using their props/ posters / etc.- no backs to the audience, pace of their speaking and their closing- not just saying “I’m done!”***
* **Have the students do practice auditions with their classmates.**
* **Show the students a sample audition that we the “Teacher” have done.**
* **Out of a hat, choose 3 or 4 students that really want to do the audition (some may not so early in the year. Some may not be as prepared. And we don’t have a ton of time to start the year with doing 25 4-minute auditions).**

**K-5 Math Lesson Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher: Ostria** | | | **Grade: 5th** | | | **Date(s)**: **Day 2** |
| **Unit Title:**  Unit 1 – Understand the Decimal Place Value System | | | | **Corresponding Unit Task:**  Task 4 – 2012 Summer Olympics – Junior Sports Reporter Audition | | |
| **Essential Question(s):**  How do you use place value to compare and order decimals? | | | | | | |
| **Materials/Resources** | | | | | **Essential Vocabulary** | |
| **Teacher:**   * Online stopwatch to thousandths place   **online-stopwatch.chronme.com**   * Computer(s) * Results from a recent Olympic event with at least 3 times in decimals * Create/purchase gold, silver, and bronze medals for each event (9 of each) * Optional: Smart Board | | **Student:**   * Pencil * Paper * Decks of cards (all non-number cards removed) * Manual pencil sharpener * Trash can * Whiteboard and markers * Paper balls * Everyday Olympics Recording Sheet | | | * Tenths * Hundredths * Thousandths * Greater than (>) * Less than (<) * Equal to (=) * Compare/comparison * Base-ten numeral * Number name * Expanded form | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  5.NBT.3b  Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.  (Correlates to NCSCOS Math Objective 1.01)  5.NBT.3a  Read and write decimal numbers to thousandths using base-ten, number name, expanded form.  (Correlates to NCSCOS Math Objective 1.01)  5.NBT.4  Use place value understanding to round decimals to any place.  (Correlates to NCSCOS Math Objective 1.01) | | | | | |
| **I Can Statement(s):**   * I can compare decimals, using >, =, and < symbols to record the results of comparisons. * I can read and write decimal numbers to the thousandths place using base-ten form. * I can read and write decimal numbers to the thousandths place using number name. * I can read and write decimal numbers to the thousandths place using expanded form. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher will model the following activity on the board:   * Students will get with a partner. They need a deck of cards (take out all cards that are not number cards), pencil for each student, and a piece of paper for each student. * Each student will flip over 5 cards and create a decimal number to the thousandths. * The students will decide which number is the greatest and explain why it is the greatest. * Both students will write a number sentence comparing the two created numbers using <, >, or = on their individual sheet of paper. They will then write the greatest number in base-ten, expanded, and number name form. * The students will play this for about 5 minutes and then, at the teacher’s prompting, change and determine which number is the least. * They will explain why the number is the least, write a number sentence comparing the two created numbers using <, >, or =, and then write the number that is the least in base-ten, expanded, and number name form. | | | | | |
| **Teacher Directed:**   * Teacher will say: In preparation for your upcoming audition for a position as a Junior Sports Reporter for FOX8, we are going to use what we have learned about decimals and the place value system. I am going to model how to read, record, and compare decimals using results from a recent Olympic event. * Teacher will model how to gather the data from the Olympic event, how to read the decimal place values correctly, and how to order the times. * Teacher will explain the process by which the gold, silver, and bronze medals are awarded. * Teacher will say: Today we are going to hold Everyday Olympics in the classroom. Each student will participate in an event and be awarded a gold, silver, or bronze medal. We will record the times to the thousandths place and compare the times. * Pass out needed materials. * Put student names in a container. Select three names for each of the events. Either the teacher or a student can be appointed to be the timekeeper. | | | | | |
| **Guided Practice:**   * As each of the three students completes an event, the student will read their time aloud to the class. * The students at their desks will record the names and times on the “Everyday Olympics Recording Sheet” in column 2. * Repeat until all events listed on the “Everyday Olympics Recording Sheet” are completed. | | | | | |
| **Independent Practice:**   * After all events are completed, the students will order the times in the third column and determine the bronze, silver and gold medal winners. | | | | | |
| **Closing/Summarizing Strategy:**   * Students share medal results for each event. * Students will discuss any discrepancies in results and come to a class conclusion by providing clear reasoning based on decimal and place value knowledge. * Medals are awarded. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * As an extension activity, students can create word problems based on the activity to add and subtract decimals. * Show video clip of the Olympic event. * Create questions to ask the interviewer. * Create a PowerPoint to support your audition. * Students research the current record for an Olympic sport of their choice. The student researches when the record was set and who set the record. Then the student will research the current best times for athletes participating in the same sport during the 2012 Summer Olympics. The student will predict and give supporting evidence why they think the record will or will not be broken. | | | * Use numbers to the tenths or hundredths. * Pull a small group to reteach the concept | | | * Use numbers to the tenths or hundredths. * Pull a small group to reteach the concept |
| **Assessment(s):**   * Informal assessment as the teacher observes the activating strategy and the independent activity of ordering/comparing decimals | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Student understandings/misconceptions * Specific notes about students’ thinking * What do I need to reteach/review tomorrow or in the future? * New ideas or changes for next time | | | | | | |

**K-5 Math Lesson Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher: Ostria** | | | **Grade: 5th** | | | **Date(s)**: **Day 3** |
| **Unit Title:**  Unit 1 – Understand the Decimal Place Value System | | | | **Corresponding Unit Task:**  Task 4 – 2012 Summer Olympics – Junior Sports Reporter Audition | | |
| **Essential Question(s):**  How do you use place value to compare and order decimals? | | | | | | |
| **Materials/Resources** | | | | | **Essential Vocabulary** | |
| **Teacher:**   * Index cards from Day 2 * Base-ten blocks * White copy paper * Materials for “Up or Down” game * Optional: colored pencils, markers, crayons | | **Student:**   * Paper * Pencil * “Mystery Number” activity – 1 per student * “Using Base Ten Blocks to Represent Decimals” activity – 1 per student * Optional: Math Journal | | | * Tenths * Hundredths * Thousandths * Greater than (>) * Less than (<) * Equal to (=) * Compare/comparison * Base-ten numeral * Number name * Expanded form | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  5.NBT.3b  Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.  (Correlates to NCSCOS Math Objective 1.01)  5.NBT.3a  Read and write decimal numbers to thousandths using base-ten, number name, expanded form.  (Correlates to NCSCOS Math Objective 1.01)  5.NBT.4  Use place value understanding to round decimals to any place.  (Correlates to NCSCOS Math Objective 1.01) | | | | | |
| **I Can Statement(s):**   * I can compare decimals, using >, =, and < symbols to record the results of comparisons. * I can read and write decimal numbers to the thousandths place using base-ten form. * I can read and write decimal numbers to the thousandths place using number name. * I can read and write decimal numbers to the thousandths place using expanded form. * I can round numbers to any given place value from hundredths to hundred-thousands. * I can identify/create numbers with place values from thousandths to hundred-thousands. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)   * Teacher will display a number – 456.789 (or any other number you choose) * Teacher will mentally choose a digit and its place value from displayed number. * Using Four Corners, teacher will give the students 4 options of what place value the chosen digit is in. * Students will move to the corner they believe is correct. * Example: If the 9 is in the hundreds place, go to corner A. If the 9 is in the ones place, go to corner B. If the 9 is in the thousandths place, go to corner C. If the 9 is in the tenths place go to corner D. | | | | | |
| **Teacher Directed:**   * Teacher will explain each of the stations. * Station 1 – Rounding: Students will play the game “Up or Down?” * Station 2 – Base-Ten Blocks: Students will complete “Using Base Ten Blocks to Represent Decimals” activity using base-ten blocks as support. * Station 3 – Writing: Students will create and write a word problem on their paper or in their math journal using the numbers provided by the teacher. After the word problems are created solve them by using numbers, pictures, or words. * Station 4 – Ordering/Comparing Decimals: Teacher will use the index cards gathered from the students after the Activating Strategy on Day 2 for this center. The students will use the cards and order/compare the decimals either from least to greatest or greatest to least. Students will write their work in their math journal. * Station 5 – Number Forms: Students will use white copy paper to create a “poster”. They will create a number, but it must go to the thousandths place. On the poster they will show the created number in the three number forms (base-ten, number, and expanded). If time allows, the students may decorate the poster using colored pencils, markers, and crayons. * Station 6 – Place Value: Students will complete “Mystery Number” activity. | | | | | |
| **Guided Practice:**   * Students will rotate to each center. They will spend about 5 minutes at each station. The teacher will let the students know when they are to switch. The teacher will move about the room providing guidance and taking anecdotal notes on the students’ progress. | | | | | |
| **Independent Practice:**   * Students will complete Unit 1 Task 4 “News Flash: Gold Medalist Yet to be Determined!” | | | | | |
| **Closing/Summarizing Strategy:**   * Students share their number name poster with a student who was not in their group. * Teacher will display posters around the room. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Place Value station – students will create their own mystery numbers * Number Forms station – students show 2 additional ways to build their number in expanded form | | | * Use numbers to the tenths or hundredths. * Pull a small group to reteach the concept * Use calculator | | | * Use numbers to the tenths or hundredths. * Pull a small group to reteach the concept * Use calculator |
| **Assessment(s):**   * Teacher anecdotal notes during center time * Unit 1 Task 4 – “News Flash: Gold Medalist Yet to be Determined!” | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Student understandings/misconceptions * Specific notes about students’ thinking * What do I need to reteach/review tomorrow or in the future? * New ideas or changes for next time | | | | | | |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mystery Number

Follow the clues to discover the mystery number.

* 1. I have a three in the tenths place.
  2. I have a four in the tens place.
  3. I have a five in the thousandths place
  4. I have a seven in the ones place.
  5. I have a two in the hundredths place.

2.

a. Put a four in the thousandths place.

b. Put a six in the tens place.

c. Put a two in the tenths place.

d. Put six in the ones place.

e. Put a one in the hundredths place.

3.

a. I have a nine in the tens place.

b. I have a three in the tenths place.

c. I have a one in the hundreds place.

d. I have a six in the hundredths place.

e. I have a two in the ones place.

f. I have a four in the tenths place.

4.

a. My number has a nine in the tens place.

b. My number has a two in the thousandths place.

c. My number has a four in the thousands place.

d. My number has five in the hundredths place.

e. My number has a six in the hundreds place.

f. My number has five in the ones place.

g. My number has a one in the tenths place.

5.

a. This number has a zero in the tens place.

b. This number has a nine in the thousandths place.

c. This number has a six in the hundreds place.

d. This number has a nine in the tenths place.

e. This number has a seven in the tens place.

f. This number has an eight in the hundredths place.

6.

a. Make a number that has a four in the hundreds place.

b. Make a number that has a six in the tenths place.

c. Make a number that has a two in the thousandths place.

d. Make a number that has a zero in the ones place.

e. Make a number that has a nine in the tens place.

f. Make a number that has a one in the hundredths place.

g. Make a number that has a four in the thousandths place.

If you complete this task ahead of time please create three mystery numbers in your math notebook following the above patterns. Your numbers should have at least four place values to the left of the decimal and three place values to the right of the decimal.

Up or Down? Game

**Materials:**

- make a circle spinner with ten sections (like a pizza) and write the digits zero to nine...one number in each section

- make a rounding code card (see below)

- die

- paper clip

- pencil

- paper

**Rounding Code Card:**

1, 2 = round to the nearest ones place

3, 4 = round to the nearest hundredths place

5, 6 = round to the nearest tenths place

**Directions:**

- Student uses the pencil and paper clip to spin the spinner four times and writes the resulting four-digit number on his/her paper.

- The student rolls the die, refers to the code to see how they should round the number, and then writes the rounded number on his/her paper.

- Students take turns .

**K-5 Math Lesson Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** | | | **Grade:**  **5** | | | **Date(s)**:  **Day 4** |
| **Unit Title:**  **Numbers and Operations in Base Ten** | | | | **Corresponding Unit Task:**  **To be done after the lessons for Tasks 1-3 are done. Task 4- Please see notes about the research for the audition.** | | |
| **Essential Question(s): 1. How can the previous three tasks and material covered in the lessons help me with my Post Assessment? 2. What test taking strategies will help me perform my best on the Post- Assessment? 3. What are Powers of 10/ Scientific Notation? 4. How can technology assist me to complete the Post- Assessment and be introduced to the *Powers of 10/ Scientific Notation*?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Post-Assessment Review Questions, Post-Assessment, White boards/ markers, Video Clipon Powers of 10/ Scientific Notation, TI-15 calculators, *Powers of 10* handout, *Powers of 10 Matching Cards* from GEMS** | | **Student: Pencils, Math Journals, White boards/ markers, Video Clipon Powers of 10/ Scientific Notation , TI-15 calculators, *Powers of 10* handout, *Powers of 10 Matching Cards* from GEMS** | | | **tenths, hundredths, thousandths, expanded form base-ten numeral, place value, number name, pattern, multiply, divide, greater than (>),**  **less than (<), equal to (=), round, compare/comparison, power/exponent, decimal/decimal point and powers of 10/ Scientific Notation** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **5.NBT.3a**  ***Read and write decimal numbers to thousandths using base-ten, number name, expanded form.***  **5.NBT.3b**  ***Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.***  **5.NBT.4**  ***Use place value understanding to round decimals to any place.*** | | | | | |
| **I Can Statement(s): 1. I can read and write decimals to the thousandths. 2. I can compare two decimals to the thousandths. 3. I can use place value to understand rounding decimals to any place.** | | | | | |
| **Activating Strategy/Hook:** **The students will play a game as a class to review for their post-assessment on *white boards* in teams of 4 or 5.** | | | | | |
| **Teacher Directed: The teacher will lead the students in the review game. Then ask the students if they have any questions before their assessment. After the students complete the assessment, the teacher will use the TI-15 calculators to demonstrate how numbers increase and decrease by using the Powers of 10. The teacher will also share a video clip *Powers of 10/ Scientific Notation.***  [**http://player.discoveryeducation.com/?guidAssetId=b0f50d58-4072-4e64-84a1-5a394ae49df1**](http://player.discoveryeducation.com/?guidAssetId=b0f50d58-4072-4e64-84a1-5a394ae49df1) | | | | | |
| **Guided Practice: Together the teacher and students will view the video clip on Powers of 10/ Scientific Notation and then use the calculators to complete problems from the Powers of 10 Matching Cards/ Activities on GEMS.** | | | | | |
| **Independent Practice:**  **Students will take their Post assessment Unit 1 Task 4.**  **Students will work on their research for their Olympic auditions.**  **After the Teacher introduces Powers of 10 to the class and collaboratively practicing together, the students will complete the last 12 problems on their own in their Math Journals.** | | | | | |
| **Closing/Summarizing Strategy: \*\*\* Time Disclaimer- The Exponents/ Powers of 10 activities listed are “time permitting.”** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * [**http://www.math-drills.com/powersoften/pt\_mul\_exppos\_001.html**](http://www.math-drills.com/powersoften/pt_mul_exppos_001.html)**.** * **Use a variety of online sources/ websites to extend the student’s thinking.** | | | * **Use a variety of online sources/ websites to intervene and help the student’s thinking.** * **Pair-up with a buddy to work more on the skills worked on in Tasks 1-3.** | | | * **Use a variety of online sources/ websites to intervene and help the student’s thinking.** * **Pair-up with the teacher to work more on the skills worked on in Tasks 1-3.** |
| **Assessment(s): Post-Assessment from GEMS.** | | | | | | |
| **Teacher Reflection:** **Teachers should have an idea of the students progress from Task to Task and their growth from the Pre to Post-Assessments, teachers should be able to use this data along with their informal observations to: 1) create their new guided math groups, 2) intervene for those who struggled,**  **3) Revamp their lesson plans based on the levels of instruction needed.** | | | | | | |

**Activating Strategy Review Game:**

* **Write 278,299,012 in word form.**
* **Write 100,000 + 70,000 + 2,000 + 3 + 0.5 + 0.06 + 0.008 in numeral (standard) form.**
* **Write two hundred ninety thousand, eight hundred eleven and three tenths in expanded form.**
* **Write the number (standard) form and word form of the expanded form value.**

**6 × 10,000 + 4 × 1,000 + 3 × 100 + 1**